

State of Idaho Department of Education Pupil Transportation Manual 2006



Department of Education, School Transportation
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PUPIL TRANSPORTATION RESPONSIBILITIES AND OPERATION MANUAL

Revised January 2006

IDAHO DEPARTMENT OF EDUCATION

Bureau of Support Services, School Transportation
www.sde.state.id.us/finance/transport



STATE OF IDAHO

OFFICE OF
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE

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FOREWORD

Since 1947, when the Idaho Legislature enacted Idaho's first School Transportation Act, parents have entrusted thousands of children to school transportation systems. Everyone involved – from school district drivers to the transportation specialists at the State Department of Education – is working to ensure that transportation operations are both safe and efficient.

The *Pupil Transportation Manual* is intended to serve as a primary source of information for local school district trustees and staff. This revision incorporates technological improvements that allow the SDE to provide up-to-date statutory and rule changes and new forms via the Internet, along with links to other sites that will be of use to transportation personnel.

Additional assistance is always available from the SDE's school transportation staff. We take seriously our responsibilities to Idaho's families and children, and this manual is an important tool in our efforts to provide the safest and best service possible.



Marilyn Howard, Ed.D.
State Superintendent of Public Instruction

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INTRODUCTION

Although the transportation of children to and from school has been a function exercised by Idaho school districts for many years in various manners, it became a principal function of all school districts with the enactment of the School Transportation Act in 1947. That law, with several other laws enacted in that year, provided for a reorganization of school districts and resulted in considerable change in the traditional practices in transportation common to most school districts. The principal objectives of all these laws is to “provide a more equalized educational opportunity for pupils of the common schools, achieve greater uniformity of school tax rates among school districts, and establish a more effective use of public funds expended for the support of the common school system.” Each of these laws has been an essential and vital element of the educational program.

From the earliest beginnings, it has been obvious that transportation cannot be separated from the complete education program. The School Transportation Act has proved to be a reasonable and effective law providing a framework of authorization within which the school districts of the State and the State Board of Education have developed effective and efficient transportation systems.

The Act as originally enacted and in its present form, places the primary responsibility for school transportation on the school district. It also grants certain powers to, and charges the State Board of Education with, certain duties and responsibilities, one of which is to prepare, approve and adopt uniform rules and regulations not inconsistent with the law. In compliance, the State Board of Education has adopted regulatory rules and standards which are modified from time to time as conditions and situations warrant.

It is the purpose of this manual to present a compilation of these regulatory acts to every person directly interested in or concerned with the transportation of children to and from public schools in Idaho.

While much of this manual is given over to laws enacted by the legislature, regulations of the State Board of Education and administrative direction and suggestions, those using the book must never lose sight of the fact that they are dealing intimately with human beings—our children. Foresight and preparation will prevent accidents and save lives. The pupils must understand their responsibilities as school bus passengers. The school bus driver must be trained both in the art and skills of driving and in safety procedures. The bus must be in proper mechanical condition to insure that the persons it carries have maximum protection. Any deviation from these basic principles cannot be tolerated.

We must remember that transportation is an integral part of the complete educational endeavor and that all those connected with the transportation program are a part of the education team.

The author of this Introduction is unknown. Since 1965, it has appeared in every edition of the Idaho School Transportation manual. The author captured the essence and purpose of school transportation in Idaho.

SUGGESTED USE OF MANUAL

This manual is designed to provide links to the necessary resources for transportation personnel to find answers to their questions about laws, rules, regulations and acceptable practices. The manual is divided into separate sections for each specific agency's rules or laws. Many of the resources listed may be accessed by visiting the State Department of Education's Web site (www.sde.state.id.us/) Bureau of Finance and Transportation.

The State Board of Education Regulations, Idaho Code, and FMVSS sections are lists from various regulatory sources. For complete official and most recent documents, access the applicable regulatory agency's Web site. If Web site access is unavailable through your district, contact SDE Pupil Transportation for hard copies of documents.

Also included in this manual are appendices that may be useful in your transportation operations. Items such as list of forms, instructions, and guidelines are contained in the appendices. Unless otherwise stated, forms downloaded from the SDE Web site may be used as master copies for printing as many copies as necessary for your operation.

SECTION A

State Board of Education Regulations

This section contains the administrative rules promulgated by the State Board of Education involving pupil transportation. School districts are required by law to follow these regulations. Idaho Administrative Rules may be located at:

www2.state.id.us/adm/adminrules/rules/idapa08/08index.htm

IDAPA 08.02.02 – RULES GOVERNING UNIFORMITY

004. DOCUMENT INCORPORATED BY REFERENCE

150. TRANSPORTATION

160. MAINTENANCE STANDARDS AND INSPECTIONS

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION

180. WRITTEN POLICY

190. PROGRAM OPERATIONS

IDAPA 08.02.02.004.05 – DOCUMENT INCORPORATED BY REFERENCE

The Standards for Idaho School Buses and Operations adopted.

SECTION B

Idaho Code

This section contains Idaho Code pertaining to pupil transportation. Idaho Code may be located at:

www3.state.id.us/idstat/TOC/idstTOC.html

TITLE 18

18-1522 UNAUTHORIZED SCHOOL BUS ENTRY – NOTICE

TITLE 33

33-130 CRIMINAL HISTORY CHECKS FOR SCHOOL DISTRICT EMPLOYEES OR APPLICANTS FOR CERTIFICATES

33-402 NOTICE REQUIREMENTS

33-601 REAL AND PERSONAL PROPERTY – ACQUISITION, USE OR DISPOSAL OF SAME

33-601A LEASING OF GOODS, EQUIPMENT, BUSES AND PORTABLE CLASSROOMS

33-1006 TRANSPORTATION SUPPORT PROGRAM

33-1402 ENROLLMENT OPTIONS

33-1501 TRANSPORTATION AUTHORIZATION

33-1502 BUS ROUTES – NON-TRANSPORTATION ZONES

33-1503 PAYMENTS WHEN TRANSPORTATION NOT FURNISHED

33-1504 SCHOOL BUSES

33-1505 SELLER’S WARRANTY

33-1506 INSPECTION OF SCHOOL BUSES

33-1507 LIABILITY INSURANCE RELATED TO TRANSPORTATION

33-1508 OPERATION OF SCHOOL BUSES

33-1509 SCHOOL BUS DRIVERS – DEFINITION – QUALIFICATION – DUTIES

33-1510 CONTRACTS FOR TRANSPORTATION SERVICE

33-1511 STATE BOARD OF EDUCATION – POWERS AND DUTIES RELATED TO TRANSPORTATION

33-1512 LEASING OF SCHOOL BUSES

TITLE 49

49-120 DEFINITIONS – SCHOOL BUS

49-217 REGULATIONS RELATIVE TO SCHOOL BUSES

49-301 DRIVERS TO BE LICENSED

- 49-335 DISQUALIFICATIONS AND PENALTIES -- COMMERCIAL DRIVER'S LICENSE
- 49-337 EMPLOYEE AND EMPLOYER RESPONSIBILITIES
- 49-614 STOP WHEN TRAFFIC OBSTRUCTED
- 49-648 OBEDIENCE TO SIGNAL INDICATING APPROACH OF TRAIN
- 49-649 COMPLIANCE WITH STOPPING REQUIREMENT AT ALL RAILROAD GRADE CROSSINGS
- 49-654 BASIC RULE AND MAXIMUM SPEED LIMITS
- 49-660 STOPPING, STANDING OR PARKING PROHIBITED IN SPECIFIED PLACES
- 49-901 DUTIES OF DEPARTMENT AND DIRECTOR OF IDAHO STATE POLICE
- 49-903 WHEN LIGHTED LAMPS ARE REQUIRED
- 49-915 SCHOOL BUSES – VISUAL SIGNAL
- 49-1422 OVERTAKING AND PASSING SCHOOL BUS
- 49-1423 INVESTIGATION OF REPORTED VIOLATION OF FAILING TO OBEY SCHOOL BUS WARNING DEVICES

SECTION C

(Update all Regs to current status)

Federal Motor Vehicle Safety Standards

Title 49 – Transportation

Chapter V – NHTSA, DOT, Part 571

The federal government has established certain standards related to the construction of motor vehicles, including standards that apply specifically to school buses. These federal standards must be followed in the construction *or retrofitting* of any school bus used in Idaho. The full text of these FMVSS is located in the Code of Federal Regulations Title 49, Chapter V, Part 571, which may be downloaded at:

<http://www.fmcsa.dot.gov/rules-regulations/administration/fmcsr/fmcsrguide.asp>

or

www.access.gpo.gov/nara/cfr/

A printed copy of CFR may be obtained by contacting:

Superintendent of Documents

Attn: New Orders

P.O. Box 371954

Pittsburgh, PA 15250-7954

Ph: (202) 512-1803

A “*Mini Guide To The Federal Motor Vehicle Safety Standards And Related Regulations,*” prepared by School Bus Manufacturers Technical Council, is available through the NASDPTS Web site at www.nasdpts.org/

SECTION D

Federal Motor Carrier Safety Administration Department of Transportation (DOT) Code of Federal Regulations (CFR)

This section contains the Federal Motor Carrier Safety Administration regulations pertaining to school bus drivers. School bus operations are generally exempt from compliance to most Federal Motor Carrier Safety Regulations; however, certain Idaho laws require school bus operation compliance to particular FMCSA regulations. The specific language of *Federal Motor Carrier Safety Regulation* may be located through the Code of Federal Regulations at:

<http://www.fmcsa.dot.gov/rules-regulations/administration/fmcsr/fmcsrguide.asp>

or

<http://www.gpoaccess.gov/cfr/index.html>

CFR Title 49, Chapter III, Part 391 – Physical Qualifications and Examinations (replace with current ID code 33-1509)

Idaho Code 33-1509 requires that, “School bus drivers shall be subject to the physical examination standards of the federal motor carrier safety regulations. Provided however, that individuals with insulin-dependent diabetes mellitus, who are otherwise medically qualified under the physical examination standards of the federal motor carrier safety regulations, may request a waiver for this condition and, in the discretion of the board of trustees, be issued a school bus driver's permit for intrastate transport of pupils to or from school, or to or from approved school activities. Applicants for a waiver under this section shall provide all information and accompanying documentation as required on a form approved by the state department of education. Before entering upon his duties, each school bus driver shall file with the board of trustees a current health certificate and, if applicable, a waiver request pursuant to this section with all required information and accompanying documentation. Subsequent health certificates shall be filed with the frequency required by the federal motor carrier safety regulations. School bus drivers shall be physically able to perform all job-related duties.” Consequently, FMCSR parts 391.41 and 391.43 are applicable to school bus drivers in the state of Idaho.

Administrative Rule of the Idaho State Board of Education section IDAPA 08.02.02.004.05 requires, by reference to *Standards for Idaho School Buses and Operations*, that a school bus driver's personnel file contain a copy of his/her current physical examination and any applicable waivers. Therefore, it becomes the responsibility of the local board of trustees to monitor compliance to this particular Federal Motor Carrier Safety Regulation.

CFR Title 49, Chapter III, Part 395 – Maximum Driving/On-Duty/Travel Time

Administrative Rule of the Idaho State Board of Education section IDAPA 08.02.02.004.05 requires, by reference to *Standards for Idaho School Buses and Operations*, compliance similar to FMCSA regulation for over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of one hundred (100) miles.

CFR Title 49, Chapter III, Part 382 & 383 – Controlled Substances/Alcohol Use and Testing and CDL

School bus operations must also comply with the drug and alcohol testing requirements in Part 382 and the CDL requirements in Part 383.

SECTION E

Special Transportation

The *Idaho Special Education Manual* is a set of guidelines to assist districts in carrying out the provisions of the Individuals with Disabilities Education Act (IDEA). The Special Education Manual contains an appendix on transportation. The manual, along with other special education resource links, may be located at:

www.sde.state.id.us/SpecialEd/

Infants, Toddlers, and Preschool Children

The National Highway Traffic Safety Administration (NHTSA) has published guidelines for transporting infants, toddlers, and preschool children. NHTSA documents, such as *the Guideline for the Safe Transportation of Pre-School Age Children in School Buses*, *Choosing the Correct School Bus for Transporting Pre-School-Age Children*, and *Proper Use of Child Safety Restraint Systems in School Buses* may be downloaded at:

www.nhtsa.dot.gov/people/injury/buses/

SECTION F

Standards for Idaho School Buses and Operations

The *Standards for Idaho School Buses and Operations (SISBO)* Rule by Reference (33-1511, Idaho Code; IDAPA 08.02.02.150) is divided into the following sections:

- Bus Chassis Standards

- Bus Body Standards

- Standards for Specially Equipped School Buses

- Standards for Alternative Fuel for School Buses

- School Bus Withdrawal from Service Standards

- Standards for Pupil Transportation Operations

The *SISBO* document, including School Bus Withdrawal from Service Standards, may be downloaded from the Department of Education, Bureau of Finance and Transportation, Web site at:

www.sde.state.id.us/finance/transport/

APPENDIX A

NASDPTS Position Papers

The National Association of State Directors of Pupil Transportation Services (NASDPTS) has published a variety of resources to provide leadership and assistance for the pupil transportation industry. NASDPTS documents are revised periodically and new papers are published. Transportation Directors are encouraged to visit the NASDPTS Web site periodically at:

www.nasdpts.org/

Position Papers currently include:

School Bus Drivers Importance and Training, Transporting the Nation's School Children, Safety Recalls, Speed Limits, History of School Bus Safety, Vans Used for School Transportation, Advertising on School Buses, Seating Capacity, Federal Transit Administration Testing of Buses, Passenger Crash Protection

Publications currently include:

School Bus Technical Reference, Application of FMVSS, Route Hazard Report, Mini Guide to FMVSS and Related Regulations, National School Bus Yellow Color Standard, Procedure for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment

Focus Topics and Reports currently include:

Diesel Exhaust, Safety Harnesses and School Buses, School Bus Replacement Considerations, Rear Underride Crashes and School Buses, Vans Used for School Transportation, Vans in School Transportation Service

APPENDIX B

Safety Planning

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POLICIES AND PROCEDURES FOR PUPIL MANAGEMENT

In compliance with 33-1501 through 33-1512, Idaho Code, the local board of trustees will establish and adopt a set of written policies governing the pupil transportation system, including policies for disabled students. Contracting school districts shall ensure compliance to written policies by pupil transportation contractors. The district's written policies shall, at a minimum, include:

1. Pupil transportation operations, including participation in training programs for all transportation personnel.
2. The evaluation of school bus routes and the periodic evaluation of pupil transportation personnel.
3. The investigation and reporting of accidents and other transportation problems.
4. Providing supervision of loading and unloading areas at or near schools during unloading and loading of school buses.
5. Providing emergency training and periodic evacuation drills for students in accordance with National Highway Safety Program Guideline 17.
6. Promoting public understanding of, and support for, the school transportation program in general.

The following additional policies should be adopted and implemented by school districts:

1. The bus driver's authority over, and responsibility for, pupils while in transit.
2. The pupil's right to due process when disciplinary action is taken.
3. A step-by-step procedure for resolving problems when the driver needs assistance.
4. The conditions under which a pupil might be temporarily or permanently suspended from the bus riding privilege.
5. Procedures for handling emergencies.
6. Use of bus monitors or bus attendants.
7. Requirements and responsibility for school bus passenger and pedestrian safety instruction.
8. Parent's or guardian's responsibility for damage caused by their children to the bus or its equipment.
9. Job Descriptions for all transportation personnel and physical requirements.

10. Student Code of conduct.
11. In-lieu of transportation.
12. School supervision policy during school bus loading/unloading procedures.
13. Accident procedures and subsequent required training of personnel and/or orderly dismissal.
14. Driver traffic citations and subsequent required training of personnel and/or orderly dismissal.
15. Transportation personnel due process and orderly dismissal procedures.
16. Staff training requirements inclusive of, or over and above state minimums.

PUPIL RULES

Supervision and Disciplinary Guidelines

1. Pupil shall follow directions of the driver the first time given.
2. Pupil shall arrive at the bus stop before the bus arrives.
3. Pupil shall wait in a safe place, clear of traffic and away from where the bus stops.
4. Pupil shall wait in an orderly line and avoid horseplay.
5. Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
6. Pupil shall go directly to an available or assigned seat when entering the bus.
7. Pupil shall remain seated and keep aisles and exits clear.
8. Pupil shall exhibit appropriate classroom conduct at all times.
9. Pupil shall refrain from throwing or passing objects on, from or into buses.
10. Pupil is permitted to carry only objects that can be held on his/her lap.
11. Pupil shall refrain from the use of profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the bus.
12. Pupil shall refrain from eating and drinking on the bus.
13. Pupil shall not carry hazardous materials, nuisance items or potentially disruptive animals onto the bus.
14. Pupil shall respect the rights and safety of others.
15. Pupil shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.
16. Pupil shall refrain from extending head, arms or objects out of the bus windows.
17. Pupil shall refrain from hitching rides via the rear bumper or other parts of the bus.
18. Pupil shall refrain from using cell phones while on the bus.
19. Pupil shall remain clothed at all times while on the bus.

GUIDELINES FOR TRANSPORTING STUDENTS LESS THAN THE MINIMUM DISTANCE (1½ MILES)

The “Rating Sheet for Walking Students” and “Safety Busing Request Forms” may be downloaded through the SDE Web site at www.sde.state.id.us/finance/transport/ Idaho Code 33-1501 states: “Primary requirements . . . are the safety and adequate protection of the health of the pupils.” Idaho Code 33-1006 further states: “(2) transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.” The following guidelines are suggested when reviewing and evaluating “Safety Busing” applications. New safety busing sites shall be reviewed with this guideline, and all safety busing sites shall be re-evaluated at intervals of at least every three years.

1. Width of the shoulder of the road. Children should not be expected to walk upon the traffic lanes of a highway. The speed, number and type of vehicles traveling any of the roadways would indicate that traffic lanes are unsafe for pedestrians. Shoulder width on each side of the roadway should be at least three (3) feet and should be maintained free of snow and other obstructions.
2. Traffic count. There are usually more vehicles using main highways than using secondary roads. However, a traffic count can be misleading because of variations at different times of the day. Motorists hurrying to and from work during rush hours which coincide with school hours present a hazard to children. Traffic counts should be taken during times students would be required to travel the area in question.
3. Lack of crossing guards. Some districts provide school crossing guards at busy intersections; others provide no extra protection for youthful pedestrians.
4. Lack of law enforcement. Posted speed limits are often ignored unless adequate enforcement is provided. This can be hazardous to school children.
5. Ages of children. While certain conditions present a degree of hazard to people of all ages, older students can be expected to accept more responsibility and exercise better judgment than younger students.
6. Railroad crossings. Moving trains as well as trains stopped at crossings present hazards to young peoples on their way to school.
7. Nature of traffic. A concentration of heavy truck traffic increases the hazards of any road. Areas near large manufacturing plants or office buildings experience heavy traffic when work shifts change.
8. Inadequate pedestrian safeguards near school areas. Shortly before the start and close of the school day large numbers of vehicles converge on the school presenting extra hazards to children who must walk.
9. Temporary hazards. Construction projects, street repairs, excavations, and similar projects present additional problems and temptations to children walking to and from school.
10. Child molesters. Where children must walk through parks and other secluded areas, child molesters may present a hazard. However, this category is difficult, if not impossible to assess.
11. Inadequate protection around waterways. Where children must walk along or across ditches, creeks, rivers, etc. without adequate protection, hazardous situations and temptations to

children are present, causing unsafe conditions. Length of required exposure should be factored into assessment. Walking past versus or walking along open waterways present very different hazards.

12. School district administrators shall develop an objective measuring instrument, which contains a scoring element for assessing hazards encountered by students while walking from home to school routes. Districts may use the sample measuring instrument provided by SDE, a sample of which available through their Web site. School districts shall re-evaluate all safety busing sites within district boundaries at intervals of at least every three years.
13. SDE recommends school district board of trustees annually approve the formation of an ad hoc supplemental transportation committee for the purpose of objectively evaluating all hazardous routes less than 1.5 miles from the students' home to school, using a board approved measuring instrument. It is further recommended that the ad hoc supplemental committee be made up of transportation professionals and student advocate representatives, i.e., city, county, state traffic engineers, law enforcement professionals, district pupil transportation supervisory personnel, district or other safety professionals, district and/or region PTA representatives, etc. SDE further recommends that the chairman of the ad hoc supplemental transportation committee report its recommendations to the local board of trustees at a timely scheduled public school board meeting.
14. SDE recommends that school district administrators solicit route evaluation requests from all interested patrons via school administrators.
15. SDE recommends that the objective measuring instrument and the related scoring element be used in determining an appropriate "cut off" for safety busing purposes when the scoring element used indicates hazards that are "reasonable" for students to encounter during their walk to and from school. The philosophy for this recommendation is based on the assumption that all students must encounter "some hazards" during the course of their travel from home to school. The intent of the objective measuring instrument is to prioritize and/or weight hazards.
16. SDE recommends that each local school district evaluate and implement a pedestrian safety program. This program should teach students of all ages how to deal with hazards to use existing pedestrian facilities, and follow safe walking practices. This should be a continuing program with positive reinforcement throughout the school year.
17. SDE encourages each school district and local governmental agency to upgrade their school zones as changing hazards suggest and to employ crossing guards, install signing, and upgrade pavement markings where appropriate.
18. SDE recommends that each school create or update a school route plan to provide for an orderly review of the school area traffic control needs. The plan should consist of a simple map showing streets accessing the school, existing traffic controls, established school routes, and crossings. The number of school crossings should be limited to the fewest possible required to safely accommodate the demand.

Best Practice for School Bus Loading Zones at School Sites

1. In the selection of school sites, major consideration should be given to the safety of pupils riding school buses. School buses will be forced to utilize the roads in and around the school site plus public highways leading into the school area. High-density traffic flow near school exits and entrances, due to the proximity of freeways, periodic commercial traffic or massive commuter traffic from industrial plants, should be avoided. It must be recognized in many cases that the area designated for the school site has been selected prior to hiring an architect. It is suggested, therefore, that this information be issued to boards of education and municipal planning authorities alerting them to the dangers inherent in the process of site selection. It is also suggested that boards of education discuss the selection with the superintendent of schools traffic engineers.
2. The location of the school plant on a site should be determined to provide a safe means of entrance and exit for all pupils. When boards of education are considering school sites, the state, county and local roads servicing the area should have a minimum 30-foot paved width where loading and unloading is contemplated off the main thoroughfare. If it is necessary to load or unload pupils on the main thoroughfare in front of the school, at least a 40-foot wide paved road should be provided.
3. All school bus traffic should be considered as one-way traffic flow, preferably with the service door side of the bus always next to the loading and unloading zone.
4. Whenever possible, separate pickup and delivery points some distance from the teacher, student parking areas should be designated for parents, delivery, service, teacher and administrative traffic. Accident inducing conditions are created by haphazard pickup and delivery of pupils in the bus loading zones, particularly during inclement weather.
5. Whenever possible, roads should not be constructed that completely encircle a school. Areas that pupils must cross to engage in outside activities should be free of all vehicular traffic.
6. All school bus roads entering into or exiting from main arteries should have a 50- to 100-foot radius turn on the inner edge of pavement. Within the school site, roads should have at least a 60-foot radius on inner edge of pavement on all curves. At least a 50-foot tangent section should be provided between reverse curves. In order to minimize driveway entrance and exit widths, island construction may be required. Driveway openings must conform to local requirements. Driveway openings on state highways should be approved by the state highway department.
7. Curbing, with suitable drainage, should be constructed on all roads utilized by school buses within the school site. Consideration should be given to state highway department performance specifications. A minimum of 30 feet should be maintained for one-way traffic and 36 feet for two-way traffic. Roads should be wider on all curves.

8. It is desirable to separate all parking areas; it might be advantageous if only the visitor parking area were located in close proximity to the school. Care should be exercised in the placement of these areas to preclude the visitor from crossing the school bus traffic pattern.
9. In the Construction of parking areas, it might be advantageous if only the visitor parking area were located in close proximity to the school. Care should be exercised in the placement of these areas to preclude the visitor from crossing the school bus traffic pattern.
10. Prior to designing and laying out roads and parking lots, architects should consult with the school administration on the following items:
 - a. Total number of pupils and school personnel.
 - b. Number of present and projected pupils to be transported.
 - c. Number of buses.
 - d. Type of schedule.
 - (1) Staggered opening and closing times.
 - (2) Single opening and closing times.
 - e. Extra-curricular activities that would necessitate use of school buses.
11. It is desirable to locate parked buses on school grounds to prevent glare from reflective surfaces of windows, doors and windshields from being transmitted to the pupils in the classroom.
12. Attention should be given in planning school bus parking, loading and unloading areas. Parking should exclude the necessity for backing the bus.
13. Sidewalk plans for pupils walking to school should eliminate crosswalks in front of the buses.
14. Architects' plans for school buildings often include bus canopies. Such units are not considered feasible for schools with large enrollments. Canopies are advantageous in schools attended by pupils with disabilities. Height of the canopy should accommodate the highest school buses. Each canopy support post adjacent to the driveway curb should have a three-foot minimum setback from the curb to minimize the possibility of crushing a pupil between the support posts and arriving school buses.
15. For areas that will be constantly utilized by heavy school buses, the type of pavement and base should conform to state highway department specifications.

16. All roads within the school site should be graded to avoid configurations that could impair a motorist's vision. It is suggested that a maximum 5% grade be allowed on all roads and, at entrance and exit points, a maximum 2% grade be allowed. Blind corners and intersections should be eliminated. Trees and shrubbery planted on the school site should not obstruct a motorist's vision.
17. Plans for the location of access and service roads should exclude conditions that would require school buses to be backed on the school premises.
18. Safety at all pupil loading and unloading areas should be considered and provided on the school site.
19. Plans for loading facilities should include separate areas specially designed for pupils with disabilities. Attention should be given to entrance ramps and handrails.
20. Plans for roads and loading areas should accommodate emergency vehicles which must have access to the school at all times.
21. Where necessary, traffic control devices should be provided to assist school traffic to enter regular flow.

EVALUATION CHECKLIST FOR SCHOOL BUS DRIVEWAYS IN THE VICINITY OF THE SCHOOL

NAME OF THE SCHOOL: _____ DATE: _____

LOCATION OF THE SCHOOL: _____

ITEM	YES	NO	N/A
1. School bus loading areas are provided on the school site.			
2. When loading and unloading of school pupils takes place on main thoroughfare in front of the school, the roadway has a minimum width of 40 feet of hard surface.			
3. The driveway leading to and from the loading and unloading area for school buses has a minimum width of 30 feet of paved surface.			
4. If diagonal parking is provided for buses in the loading and unloading area, a minimum width of 60 feet of paved surface is available.			
5. Parking for loading and unloading of pupils at school is bumper-to-bumper [] or diagonal []; in either case, the necessity for backing does not exist.			
6. The school bus is not required to back anywhere on school property.			
7. All school bus movement on the school grounds is one-way in a counter-clockwise direction.			
8. School bus traffic does not completely encircle the school building.			
9. The driver has proper sight distance at all points along the driveway.			
10. Crosswalks for pupils do not exist at the entrance to the school bus driveway.			
11. Separation is maintained between school bus traffic and all other traffic.			
12. Vehicular pickup points for non-bus pupils are on			

ITEM	YES	NO	N/A
separate driveway from that used by school buses.			
13. Curbing and suitable drainage are provided along driveways.			
14. Curbing and driveway construction comply with state highway specifications.			
15. At ingress and egress areas to and from the school, there is a minimum radius on inner edge of driveway pavement from 50 to 100 feet.			
16. On the school site, there is a minimum radius of inner edge of driveway pavement of 60 feet.			
17. Between reverse curves, at least a 50-foot tangent section is provided.			
18. At ingress and egress points a maximum grade of 2% is adhered to.			
19. A maximum grade of 5% is adhered to on the school bus driveway within the school site.			

NOTE: A “Yes” answer for each of the items indicates a well-planned traffic pattern for school buses.

SIGNATURES:

Person making the report: _____

Title: _____

Director of School Transportation: _____

NOTE: Most of the items included in this Evaluation Checklist are based on a 1966 Report of the Special Committee on School Plant Evaluation “School Planning: Safe Transporting.” Bureau of Pupil Transportation, Department of Education, Trenton, New Jersey 08652.

APPENDIX C

Emergency Evacuations

Guidelines for En Route Emergency Bus Evacuation Procedures	A-14
Instructions for Conducting Emergency Exit Drills	A-17
Evacuation Procedures for Activity Trips and Field Trips	A-21

GUIDELINES FOR EN ROUTE EMERGENCY BUS EVACUATION PROCEDURES

The intent of this procedure is to provide guidelines for evacuating a bus only when absolutely necessary for the safety of students and staff in an emergency situation.

I. Preparing an Emergency Evacuation Plan:

Bus staff should have an emergency evacuation plan in the bus which considers the individual capabilities and needs of each student, the type of behavior which might be exhibited during an emergency evacuation, and the type of wheelchair or support equipment being used for students. A floor plan with pupil location and special needs should be on the bus. Some issues to consider in establishing an evacuation plan are listed:

- A. Which students could help, and to what extent.
- B. How to deal with individual emergencies during the evacuation process, such as seizures.
- C. Whether students should be evacuated in their wheelchairs, or removed from their wheelchairs before evacuation.
- D. How to disconnect or cut wheelchair securement and occupant protection equipment, including belts, trays, and other support equipment.
- E. Identify which students might run after evacuation so they could be evacuated last.
- F. Know the length of time a student requiring life support equipment or medical care procedures can survive if such service is interrupted or delayed during the evacuation process. Every driver and/or attendant should be able to physically carry out their emergency evacuation plan upon request without hesitation. Many emergencies allow only 3 to 5 minutes to complete an evacuation before possible serious injury to students might occur.

II. Assessing the Need to Evacuate:

Student safety and control are best maintained by keeping students on the bus during an emergency and/or impending crisis situation if doing so does not expose them to unnecessary risk or injury. A decision to evacuate should include consideration of the following conditions:

- A. Is there a fire involved?
- B. Is there a smell of raw or leaking fuel?

- C. Does the possibility exist that the bus will roll/tip causing further threat to safety?
- D. Is the bus likely to be hit by other vehicles?
- E. Is the bus in the direct path of a sighted tornado or other natural disasters such as rising water?
- F. Would evacuating students expose them to speeding traffic, severe weather or a dangerous environment?
- G. Considering the medical, physical and emotional condition of the students, does staying on the bus or evacuating pose the greater danger to the students' safety?

III. General Procedures to Follow for Emergency Evacuation:

- A. Keep the situation as orderly and low-key as possible.
- B. If time and conditions permit, the bus driver should use the communication system to advise the office of the following information:
 - 1. The exact location, including nearest intersecting road or familiar landmark.
 - 2. The condition creating the emergency.
 - 3. The type of assistance needed (police-fire-ambulance).
 - 4. Notification that the bus is being evacuated.
- C. Analyze conditions to determine the safest exit from the bus.
- D. During evacuation, monitor conditions and adjust procedures to meet unexpected circumstances.
- E. Move evacuated students to the nearest safe location at least 100 feet from the bus.
- F. Be prepared to give information to emergency medical personnel regarding individual students' medical or physical requirements.

IV. Equipment Considerations:

- A. Bus staff should, as part of their pre-trip inspection, familiarize themselves with the location and method of opening all emergency exits.
- B. If time permits, a lift platform can be lowered half the distance to the ground, providing a step for evacuating wheelchairs. If there is a smell of spilled fuel, the lift should be operated manually.
- C. When re-entry to the bus is not probable, communication equipment and first aid kits can frequently be passed through a window, making them accessible outside the bus. Consideration should also be made for student medication, if carried and needed.
- D. If a large bus is being used and evacuation is made through the rear exit door, consideration should be given to the method to be used for re-entry to the bus, if necessary, considering the height of the floor from the ground.
- E. If a battering ram is needed, a fire extinguisher can often serve that purpose.
- F. A belt cutter shall be stored in the bus in a location readily accessible to the driver, in the belted position. The cutter should have a protected mouth to restrict the entry of fingers, etc.

V. Local District Policy:

Bus staff should be familiar with local district policy regarding:

- A. Evacuation procedures to follow when enroute and a tornado or flash flood, etc. is sighted, with no shelter near.
- B. The type of medical information to be available on long distance trips in case of student injury.

NOTE: THE SAFETY OF THE BUS AND EQUIPMENT IS SECONDARY TO THE SAFETY OF THE STUDENTS. NO ATTEMPT SHOULD BE MADE TO SAVE EQUIPMENT OR PERSONAL ITEMS UNTIL ALL STUDENTS ARE REMOVED FROM THE BUS SAFELY, ARE OUT OF DANGER AND SUPERVISED.

INSTRUCTIONS FOR CONDUCTING EMERGENCY EXIT DRILLS

There is an urgent need, due to the increased number of pupils being transported and the increased number of accidents on the highways, to instruct pupils on how to properly vacate a school bus in case of an emergency. It is possible for pupils to block the emergency door if all are trying to get out at the same time. Also, there is a possibility of danger when pupils jump from the rear emergency door exit. To avoid these situations, schools should organize and conduct emergency exit drills for all pupils who ride the school bus, even occasionally.

Reasons for actual emergency evacuations:

1. Fire or danger of fire. Being near an existing fire and unable to move the bus, or being near the presence of gasoline or other combustible material is considered dangerous and pupils should be evacuated. The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Pupils should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the driver has determined that the danger has passed.
2. Unsafe position. When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for pupils to remain on or evacuate the bus.
3. Mandatory evacuations. The driver must evacuate the bus when the following situations arise:
 - a. Fire or threat of fire is apparent.
 - b. The final stopping point is in the path of a train or adjacent to railroad tracks.
 - c. The stopped position of the bus may change and increase the danger (e.g., a bus comes to rest near a body of water or at a precipice where it could still move and go into the water or over a cliff). The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.
 - d. The stopped position of the bus is such that there is danger of collision.
4. Sight distance. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

5. Important factors pertaining to school bus evacuation drills:
 - a. Safety of pupils is of the utmost importance and must be first considered.
 - b. All drills **shall** be supervised by the principal or by persons assigned to act in a supervisory capacity.
 - c. The bus driver is responsible for the safety of the pupils. When the driver is incapacitated and unable to direct the evacuation, school patrol members, appointed pupils or adult monitors should be authorized to direct these drills. It is important to have regular substitutes available.
6. Pupils appointed to direct evacuation drills should possess the following qualifications:
 - a. Maturity.
 - b. Good citizenship.
 - c. Live near end of bus route.
7. Appointed pupils should know how to:
 - a. Turn off ignition switch/shut down engine.
 - b. Set emergency brake.
 - c. Summon help when and where needed.
 - d. Use kick out windows or emergency escape exits.
 - e. Set warning devices.
 - f. Open and close doors and account for all pupils passing the station.
 - g. Help small pupils off bus.
 - h. Perform other assignments.

- i. Use of electronic voice equipment to summon help.
 - (1) School bus driver and attendants should be active participant.
 - (2) Drills should be scheduled in a manner similar to fire drills held regularly in schools. They should be held more often during fall and spring months and conducted when the bus arrives at the school building with the pupils.
 - (3) Drills should be restricted to school property and conducted under the supervision of school officials.
 - (4) Types of drills should be varied.
- 8. Driver should stay in bus during evacuation drill. He/she must set the parking brake, turn the engine off and place the manual transmission in gear.
- 9. Pupils **shall** not be permitted to take lunch boxes, books, etc., with them when they leave the bus. The objectives are to get pupils off safely in the shortest time possible and in an orderly fashion.
- 10. Pupils should travel a distance of at least 100 feet from the bus in an emergency drill and remain there until given further directions.
- 11. All pupils should participate in the drill, including those who ride only on special trips.
- 12. Each pupil **shall** be instructed in proper safety precautions.
- 13. Pupils **shall** be instructed in how and where to obtain assistance in emergencies. Written instructions and telephone numbers should be posted in the bus.
- 14. There are several different drills:
 - a. Everyone exits through the front entrance doors and emergency door configurations.
 - b. Everyone exits through the rear-most emergency door(s).
 - c. Front half exits through the front door and rear half exits through the rear-most door.
 - d. All rear engine buses are equipped with a left side emergency door in lieu of a rear emergency door (See Diagram). This exit should also be utilized for evacuation drills.

- e. Some buses are also equipped with side emergency doors in addition to rear emergency doors.
- f. Students **shall** be familiar**ized** with the operation of emergency windows, both side and rear, and roof hatches. All exits should be opened by students during evacuation drills to ensure their ability to operate such devices.
- g. Every school bus driver shall ensure the students assigned to their bus are familiar with the emergency exit configuration of their assigned bus.
- h. Identification of seat rows and positions similar to airline seating is recommended (i.e., left front seat 1, a, b, c, right front seat 1, d, e, f, etc.)

EVACUATION PROCEDURES for ACTIVITY TRIPS AND FIELD TRIPS

In order to ensure the safety of school bus passengers in an actual emergency, every school bus driver assigned to transport students on activity trips or field trips, shall assign an evacuation team prior to each trip. The team may consist of teachers, coaches, students or any other passenger. A roster shall be provided to the driver accounting for all passengers.

Passengers assigned to evacuation teams must be seated where they can effectively carry out their responsibilities in an emergency.

Each Evacuation Team will consist of at least the following:

1. A passenger assigned to set the parking brake, turn off the engine, turn on warning flashers and to call in on the radio or other means, and report the incident to the Transportation Department, in case the driver is unable to do so.
2. A passenger assigned to lead passengers to a safe location at least 100 feet from the bus and to take the first aid kit off the bus.
3. Two passengers assigned to stand outside the bus, next to the front door, to help students exit the bus and for taking the fire extinguisher.
4. Two passengers assigned to stand outside the bus next to the rear door, to help students exit the bus.

In addition to assigning an evacuation team, the following information shall be discussed and/or demonstrated prior to each activity trip or field trip:

1. Location and use of the fire extinguisher.
2. Location of first-aid and body fluid kits.
3. Location of the warning reflectors.
4. Location and use of all emergency exits.
5. How to shut off the engine and set the parking brake.
6. How to open the service door, to include, safety releases on manual, air, electric or vacuum doors, if so equipped.
7. Instruct passengers to keep aisles clear at all times and not to block emergency exits.

THE DRIVER OF THIS TRIP DID ASSIGN AN EVACUATION TEAM AND EXPLAINED
THE EMERGENCY PROCEDURES TO OUR GROUP.

Sponsor _____ Date _____

APPENDIX D

Special Needs

Student Transportation Card – Students With Disabilities	A-23
Transportation Service Requirements For Passengers With Health Concerns	A-25
Procedure For Lifting Passengers	A-28

PUPIL TRANSPORTATION CARD-STUDENTS WITH DISABILITIES

Pupil's Name: _____ Date: _____

Address: _____ Home Phone: _____

Father's Work Phone: _____ Mother's Work Phone: _____

Emergency Phone: _____

Please check appropriate type of transportation for your child:

- | | |
|--|--|
| <input type="checkbox"/> Walks to bus unassisted | <input type="checkbox"/> Walks to bus, but needs assist. |
| <input type="checkbox"/> Requires a car seat | <input type="checkbox"/> Wheelchair |
| <input type="checkbox"/> Needs to be carried | <input type="checkbox"/> Requires Special Restraint |
| <input type="checkbox"/> Booster Seat | <input type="checkbox"/> Positioning Devices |
| <input type="checkbox"/> Special Equipment | <input type="checkbox"/> Requires Attendant |
| <input type="checkbox"/> Needs to be met at school? | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> On return/home, needs to be met at Bus Stop | |

Names & Addresses of persons near pupil's residence who have consented to care for the pupil if the parents are not available:

Name: _____ Address: _____ Phone: _____

Name: _____ Address: _____ Phone: _____

Name: _____ Address: _____ Phone: _____

Please check if any of the following applies to your child:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Heart Disease |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Blind |
| <input type="checkbox"/> Deaf | <input type="checkbox"/> Chronic Respiratory Problems |
| <input type="checkbox"/> Non-Verbal | <input type="checkbox"/> Bee Sting Reaction |
| <input type="checkbox"/> Hemophiliac | <input type="checkbox"/> Allergies—to what? _____ |

Seizures:

How long does seizure last? _____

How often does it occur? _____

Action needed, if any: _____

Is your child on medication? ☐ Yes ☐ No

If yes, what medication, what dosage, and when given? _____

Family Doctor: _____ Address: _____

Doctor's Phone Number: _____ Family Designated Hospital: _____

Parental Contact: If possible and practical, in the event of major emergency, parent contact will be made.

Parental Approval: If, in the opinion of the driver, a major emergency exists, the parent(s) have agreed in writing and will assume the cost of:

- | | | |
|--|------------------------------|-----------------------------|
| 1. Contacting the family doctor | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Contacting any doctor available | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Contacting rescue squad | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Transporting to designated hospital | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Other Helpful Information: _____

As parent or guardian, I agree to one or more of the above procedures as indicated and agree that this information may be shared with my child's transporter.

CONFIDENTIALITY WILL BE MAINTAINED.

Parent or Guardian's Signature

Date:

DO NOT WRITE BELOW THIS LINE

Bus Company: _____

Bus No. _____ Telephone: _____

Special Instructions for Driver: _____

**TRANSPORTATION SERVICE REQUIREMENTS FOR
PASSENGERS WITH HEALTH CONCERNS**

SCHOOL DISTRICT: _____

ADDRESS: _____

DATE: _____ ASSIGNED SCHOOL: _____

GRADE LEVEL: _____ SPECIFIC PROGRAM: _____

HOME SCHOOL: _____ NAME OF STUDENT: _____

BIRTH DATE: _____ STUDENT I.D. #: _____

HOME ADDRESS: _____ ZIP: _____

HOME PHONE: _____

A.M. PICK-UP LOCATION: _____ PHONE: _____

P.M. DROP-OFF LOCATION: _____ PHONE: _____

PARENT(S) NAME: _____

FATHER'S WORK PHONE: _____ MOTHER'S WORK PHONE: _____

EMERGENCY / ALTERNATE CONTACT:

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

EMERGENCY MEDICAL INFORMATION:

Student's

Doctor: _____ Phone: _____

Hospital

Preference: _____ Address: _____

ALLERGIES: _____

MEDICATION STUDENT IS UNDER: _____

DOSAGE: _____

SPECIAL INSTRUCTIONS FOR ATTENDING PHYSICIAN(S): _____

SPECIFIC INSTRUCTIONS IF PARENT(S) ARE NOT AT HOME: _____

LEVEL OF SUPERVISION REQUIRED (Attach Medical Procedure Authorization and Procedures): _____

REQUIRED TRAINING FOR SUPERVISION: _____

INTERVENTIONS REQUIRED (Attach Medical Procedure Authorization and Procedures): _____

REQUIRED TRAINING FOR INTERVENTIONS: _____

OTHER ADDITIONAL RESTRICTIONS OR MODIFICATIONS NECESSARY TO TRANSPORT STUDENT: _____

DISABILITY CONDITIONS AFFECTING TRANSPORTATION: _____

SPECIAL EQUIPMENT, AIDS OR MOBILITY ASSISTANCE REQUIRED: _____

ADDITIONAL COMMENTS/INSTRUCTIONS: _____

PROCEDURE IF CHANGE IN SERVICE IS NECESSARY: If there are any changes in the pupil's health, medical or behavior status which the parent(s), physician, transportation, or other school staff believe may merit changes in staffing, precautions to be taken, interventions, restraints, or any other procedure noted above, the concerned party shall immediately contact: _____ (phone: _____) who will in turn initiate the process to evaluate and recommend necessary changes with the involvement of parents(s), physician, school and transportation staff.

APPROVAL OF TRANSPORTATION SERVICE REQUIREMENTS

Each of the following persons has participated in the development of these transportation service requirements and by signing below approves them for implementation.

Dated: _____ Signature of Parent / Guardian _____

Print Name: _____

Dated: _____ Signature of School District Representative _____

Title: _____

Dated: _____ Signature of Transportation Staff Representative _____

Title: _____

Dated: _____ *Signature of Private Contracted Transporter _____

Title: _____

Dated: _____ *Signature of School Nurse _____

Dated: _____ *Signature of Physician _____

*If an appropriate signature under the circumstances.

cc: All transportation service providers.

PROCEDURE FOR LIFTING PASSENGERS

PURPOSE: The purpose of proper lifting techniques is to move the passenger without injury to you or the passenger.

BASIC RULES

1. Tell the passenger what you are going to do.
2. Estimate the weight of the passenger. **NEVER ATTEMPT TO CARRY ALONE A PUPIL WHO WEIGHS MORE THAN HALF YOUR OWN WEIGHT** unless the safety of the pupil is in immediate danger and no assistance is available.
3. Always attempt to get help if you have any doubts about your ability to lift the student. If there is only a driver on a bus, and the necessity for an emergency evacuation develops, some districts suggest that the driver activate the alternating red lights, as the evacuation procedure is truly an **UNLOADING PROCEDURE**. Such action can draw attention from motorists that you need assistance. District policy should determine if this procedure is appropriate.
4. Be sure your path is **CLEAR**.
5. Stand with both feet firmly planted about shoulder-width apart for good balance.
6. Always bend from knees, not from back, so that you use your thigh muscles and buttock muscles rather than you back muscles to do the lifting.
7. When lifting and carrying, keep the pupil as close to your own body as possible.
8. Shift the position of your feet to move. **DO NOT TWIST YOUR BODY**. Take small steps to turn.

SINGLE-PERSON LIFT

1. Follow the basic rules 1-8. Most strains, fatigue, and back injuries caused by lifting are due to using the **WRONG** muscles. Use your **STRONG LEG AND BUTTOCK MUSCLES** (by bending at the knees and hips), **NOT YOUR BACK MUSCLES**. Maintain the normal curves of the spine when lifting and avoid rounding of the upper back. (Keep your back straight!)
2. Keep equal weight on both feet and lower yourself to the level of the pupil by bending your knees and hips before lifting.
3. Once in position, put one arm around the pupil's upper back and the other under both knees.

TWO-PERSON LIFT

1. Follow Basic Rules 1-8.
2. TO LIFT FROM A WHEELCHAIR:
 - A. Position the wheel chair as close to your destination as possible. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket-pull or carry the student to the appropriate exit location.
 - B. One person stands in front to the side, the other in back.
 - C. The person in front removes the arm rest (if detachable) and folds up the footrest.
 - D. The person in back removes the seat belt and any other positioning device.
 - E. The person in front, bending from knees and hips, lowers himself or herself to place one arm under the pupil's knees and the other under the occupants' thighs.
 - F. Person in back, places his or her arms under pupil's armpits, reaching forward to grasp both pupil's wrists firmly. (Your right hand to pupils' right wrist; left hand to left wrist.)
 - G. Lift together on the count of 3. (REMEMBER TO USE YOUR LEGS AND BUTTOCK MUSCLES TO LIFT.)
 - H. Walk to area where pupil is to be placed and lowered on the count of 3, bending from the knees and hips.
3. TO LIFT FROM A BUS SEAT:
 - A. Use the same procedure as above, but first, SLIDE THE PUPIL TO THE EDGE OF THE BUS SEAT NEAR THE AISLE.

BLANKET LIFT

1. Fold a blanket in half, place on the floor as close to the pupil as possible.
2. Follow lifting rules 1-8 and lower the pupil to the blanket.
3. ONE PERSON LIFT: Place the pupil's head toward the direction of exit, lift the blanket from the head and slide to safety.

TO ASSIST A PERSON UP STAIRS

1. Follow basic rules 1-8.
2. Curl the pupil up as much as possible. Keep the pupil's arms and legs from flopping loosely. This flopping could throw you off balance, and cause a fall.
3. Support the pupil's head and neck as you would an infant's.
4. Do not lift pupils up by an arm or leg except in an extreme emergency.
5. Slow rocking or a firm holding will help to relax a very tense pupil.

BASIC BODY MECHANICS

1. Size up load and do not hesitate to ASK for help.
2. Be sure that the student or pupil knows you are going to lift him/her.
3. Plan ahead how you will lift and where you are going.
4. Bend your knees and hips instead of your back. Keep your back straight. Maintain the normal curves of the spine as lifting.
5. Keep your feet apart while lifting to give a broad base of support.
6. Keep the student or person CLOSE to you.
7. If lifting with someone else, lift smoothly and together. Count 1, 2, 3.
8. Take small steps. Never twist your body while lifting or carrying.

APPENDIX E

Reimbursement

The following Pupil Transportation documents are available for download at
www.sde.state.id.us/finance/transport/

Current reimbursement claim forms and instructions
Reimbursement Matrix
Field Trip Mileage Tracking Determination Flow Chart
Student Ridership Count Form
Safety Busing Form
Most Recent Depreciation Schedule

Examples of Reimbursable and Non-Reimbursable Trips.....	A-32
Reimbursable/Non-Reimbursable Hand Tools	A-33
Procedures for Placing Buses on Depreciation Schedule	A-34
Calculation Methods for Non-Public Students, Non-Students, and Non-Eligible Students.....	A-38

EXAMPLES OF REIMBURSABLE & NON-REIMBURSABLE TRIPS

This listing is provided as guidance to school districts when determining if transportation is considered reimbursable. It is not all-inclusive. If there is any doubt about whether or not a trip is reimbursable, check with the pupil transportation staff at the Department of Education.

REIMBURSABLE

To and from school
Shuttle between schools and training sites when for academic purposes
Movement of buses for repair and maintenance
Movement of buses for driver training
Educational field trips in which entire class participates on a “yellow school bus” and grade is affected
Lifetime sports when the entire class participates on a “yellow school bus” and grade is affected
Music classes to music clinics when entire class participates on a “yellow school bus” and grade is affected
Music classes to public performances within the community on a “yellow school bus” and grade is affected
Transportation for Migrant Summer School, Idaho Reading Initiative, and Extended Year
Special Needs programs

NON-REIMBURSABLE

Extracurricular activities, including:

Baseball	Softball
Football	Cross Country
Track	Volleyball
Basketball	Golf
Wrestling	Soccer
Tennis	Cheerleading
Dance/Drill	Instrumental Music
Vocal Music	Drama
Debate	Speech

Transportation of cheerleaders, music groups, or booster buses to any sports event
Transportation of music groups to music festivals or contests
Transportation of music groups to performances outside the community
Transportation to parades
Any trip taken for social, recreational, or reward purposes
Any trip in which only selected individuals in any class participate
Any trip involving the whole school
Any trip involving overnight lodging
Transportation for before- and after-school activity or other program busing that results in duplicating transportation service to an area, except IRI
Transportation for academic and activity summer programs, except Migrant Summer School, IRI, and ESY Special Needs

HAND TOOLS

Certain hand tools that a district purchases for their school bus technicians are reimbursable. However, all tools required to maintain a school bus are not reimbursable. The Department of Education recognizes that tools are necessary to maintain a district's school buses in a safe condition. It is the opinion of SDE that the state and district should share in that responsibility. The purchase of tools should also be a shared responsibility. Due to the high cost of reimbursable pupil transportation and the effect that cost has on school funding as a whole, the state's share of tool costs should be limited to hand tools. The Department of Education interprets the term hand tool as a tool that can be held in your hand, is fairly inexpensive (in most cases less than \$150) and is non-repairable. The main purpose of hand tool reimbursement is for the replacement of worn out, broken or lost district-owned tools and not for the purchase of all tools necessary to maintain the district's bus fleet. Although the following three lists are not all-inclusive, they are compiled from the most frequently purchased tools and are examples of what will and will not be accepted for reimbursement. If you have any question, you should contact SDE before making any purchase for which you expect reimbursement.

REIMBURSABLE

End Wrenches through 1 1/2"
Screwdrivers
Pliers
Crescent Wrenches
Wire Pliers
Hammers
Pry Bars
Nut Drivers
Crows Feet
Feeler Gauges
Hex Key Wrenches
1/4" - 3/8" - 1/2" Ratchets
1/4" - 3/8" - 1/2" Sockets
1/4" - 3/8" - 1/2" - 3/4" Impact
Sockets
1/4" - 3/8" - 1/2" - 3/4"
Extensions
Hacksaws & Blades
Bar Type Torque Wrenches
Vise Grip Pliers
Files (**Not office equipment**)
Torx Bits
Drill Bits
Punches
Chisels
Tin Snips
Tubing Cutters
Tape Measures
Flashlight
1/4" Impact Wrenches
3/8" Impact Wrenches
1/2" Impact Wrenches
Air Impact Hammers
High Speed Air Cut-Off Tools
3/8" & 1/2" Air Drills
Orbital Air Sanders
1/4" & 3/8" Air Ratchets
Vernier Type Calipers
Vernier Type Micrometers

Non-repairable Electric Drills
Snap Ring Pliers
Trouble Lights
Creepers
Drain Pans
Non-prescription Safety Glasses
Welding Gloves
Individual Taps and Dies (NO
SETS)
Welding Helmets (Basic Models
Only)
Ear Plugs
Small Tool Sets (**Only when
several pieces that could be
purchased as a set are
needed and the cost of the
set is less than or close to
the cost of the combined
pieces, i.e., screw drivers,
small open-end wrench
sets. If set is over \$150 it
still requires prior
approval.**)

REIMBURSABLE WITH PRIOR APPROVAL

Any Tool Costing More Than \$150
Digital Multimeters
Digital Calipers
Digital Micrometers
Electronic Test Equipment
Battery Powered Drills
Jack Stands
Tool Sets Over \$150

NON-REIMBURSABLE TOOLS

Wheel Dollies
Engine Stands
Transmission Stands

Parts Washers
Steam Cleaners
Air Compressors
Parts Cabinets
Work Benches
Air Jacks
Floor Jacks
Vises
Transmission Jacks
Wheel Buddies
3/4" Impact Wrenches
1" Impact Equipment
Air Files
Battery Chargers
Welders
Cutting Torch Sets or Equipment
(Hoses & Gauges)
Fluid Pumps
Tire Machines
Tire Balances
Engine Analyzers
Tool Boxes & Chests
Power Saws
Bench Grinders
Woodworking Tools
Sand Blasters
Paint Guns
Chop Saws
Drill Presses
Vacuums
Tap & Die Sets
Bearing Presses
Electric Grinders
Air Grinders
Heavy Duty Electric Drills
Valve Grinders
Front End Alignment Equip.
Vehicle Lifts

PROCEDURES FOR PLACING BUSES ON DEPRECIATION SCHEDULE

Items to be submitted by the district before a bus can be considered for depreciation:

1. A complete copy of the districts actual bid specifications.
2. A summary of all the bids received and the amounts.
3. A copy of the final invoice or invoices for payment with copy of district check.
4. When a wheelchair lift is involved, a total cost for the lift, the securement system used, and the installation cost of the lift with copy of check paying for lift and installation.
5. A copy of the delivery expenses if the bus is not purchased FOB district. FOB factory expenses shall be for only one person per unit, for the most direct route from the factory and for a reasonable amount of time. No amount in excess of annually published dealer delivery costs and allowable mileage and meal rates will be considered. These expenses need to be submitted on the SDE Delivery Expense Form.
6. If the district did not accept the lowest bid, a detailed explanation of the reason or reasons for the non-acceptance and a copy of the bid for the bus that was actually accepted under the signature of the district superintendent.

Processing procedures:

1. Ensure that district has submitted all of the required documents.
2. Determine the low bid using bid summary.
3. Verify acceptance or non-acceptance of the low bid.
4. If district did not accept low bid did they submit adequate documentation explaining why. Submit documentation to Steering Committee for reviewing parameters for not accepting the low bid.
5. Determine if the bus was purchased FOB district or whether district picked up the bus at the factory.
6. If the district picked up the bus did their copy of the delivery expenses incurred fall into the allowable parameters for bus delivery charges?
7. Determine total cost of bus using copies of final invoices and if necessary allowable delivery charges submitted by the district less any non-reimbursable options.
8. If the district has purchased a lift bus, temporarily subtract the total cost of the lift from the total purchase price to determine if bus cost exceeds state maximum allowable bus cost amount.
9. Determine proper depreciation schedule using body and engine type and bus capacity (capacity for a lift or activity bus shall be the rated capacity of the bus before it was modified).
10. Compare the final cost of the bus to the allowable cost on the appropriate depreciation schedule. Which ever cost is the least shall be considered the allowable depreciation cost for that bus. However, in the case of a lift bus the total cost of the lift will be added to the total allowable depreciation cost to ensure that the district is properly compensated for the extra cost of the lift.
11. If it is determined that a district has purchased a bus that does not meet the low bid requirements and therefore not received the entire purchase amount for that bus on the depreciation schedule we shall notify them.
12. District will be provided with an updated copy of their depreciation schedule each May, in addition to requests.

Life Expectancy. For depreciation purposes, all school buses will be categorized according to their life expectancy as follows: ten-year (10) depreciation, twelve-year (12) depreciation, and fifteen-year (15) depreciation. Using construction data supplied by the manufacturers, the Department of Education will compile a list of buses each year that would fall into each of the three depreciation categories. Activity and lift-equipped buses will be categorized for purchase

and depreciation purposes as if they had full seating capacity. The cost of the lift will not be included when calculating the high-low mean price of buses in each category; however, the cost of the lift will be included in the total cost for depreciation purposes. The cost of activity bus options (e.g., air conditioning, partially reclining passenger seats, interior overhead storage compartments, etc.) will not be included when calculating the high-low mean price of buses in each category and will not be included in the total cost for depreciation purposes. Beginning with buses purchased after July 1, 2002, the previous year high-low mean cost will be calculated for both gas- and diesel-powered buses according to size and life expectancy. Whenever the high-low mean in any category exceeds the high-low mean in the next higher category or whenever bus purchases in the category are fewer than three, the State Department of Education will adjust that category's high-low mean subsequent to national pricing trends and input from the Pupil Transportation Steering Committee. Buses will then be placed on the depreciation schedule with the cost of buses reimbursed up to one hundred ten percent (110%) of the category high-low mean for the previous year.

Twelve-year (12) depreciation. The school bus depreciation schedule within the allowable costs of the Pupil Transportation Support Program, for school buses with life expectancy of twelve (12) years, will be determined by using an accelerated declining balance method of calculating depreciation (declining balance schedule to include a percentage rate of sixteen and sixty-seven hundredths percent (16.67%) per year for useful life expectancy of twelve (12) years). (Section 33-1006, Idaho Code)

Example of depreciation computed by declining balance method (12 year):

Cost of Bus — \$70,000			
Bus Years	Declining Value	<u>Depreciation</u> Rate	<u>Allowance</u>
1	\$70,000	16.67%	\$ 11,669
2	58,331	16.67%	9,724
3	48,607	16.67%	8,103
4	40,504	16.67%	6,752
5	33,752	16.67%	5,626
6	28,126	16.67%	4,689
7	23,437	16.67%	3,907
8	19,530	16.67%	3,256
9	16,274	16.67%	2,713
10	13,561	16.67%	2,261
11	11,300	16.67%	1,884
12	9,416	16.67%	<u>1,570</u>
13	7,846		
			\$62,154
	\$70,000		
	<u>-62,154</u>		
	\$ 7,846 Undepreciated Balance		

When a bus is sold or traded prior to its life expectancy according to the district's SDE generated depreciation schedule, the district shall forfeit an amount equal to total depreciation received, minus depreciation calculated at straight-line method, plus fifty-percent (50%) of the projected depreciation amount for the year in which the bus is sold or traded.

EXAMPLE #1: Original Purchase Price on Depreciation Schedule (12yr bus) \$72,750

Total Depreciation Received at Accelerated Method (1yr)	12,127
Depreciation at Straight-Line Method ($\$72,750/12 \times 1$)	<u>- 6,063</u>
Sub Total (or amount in excess of straight-line)	6,065
Fifty-Percent of Current Year's <u>Anticipated</u> Depreciation	<u>5,053</u>
Forfeit Amount	11,118

EXAMPLE #2: Original Purchase Price on Depreciation Schedule (12yr bus) \$72,750

Total Depreciation Received at Accelerated Method (8yrs)	55,836
Depreciation at Straight-Line Method ($\$72,750/12 \times 8$)	<u>-48,500</u>
Sub Total (or amount in excess of straight-line)	7,336
Fifty-Percent of Current Year's <u>Anticipated</u> Depreciation	<u>1,410</u>
Forfeit Amount	8,746

The purchase date for purposes of depreciation is determined to be July 1 of the state fiscal year in which the bus is delivered. Buses will be placed on a depreciation schedule after they have been inspected by personnel from the State Department of Education. Consequently, a school district may receive a full year's depreciation regardless of the delivery date during the fiscal year in question. Conversely, if a school bus is sold during the fiscal year in question, regardless of the specific date, the school district will not receive that year's anticipated depreciation.

CALCULATION METHODS FOR NON-PUBLIC STUDENTS, NON-STUDENTS & INELIGIBLE STUDENTS

School districts receive reimbursement for the costs of transporting students who live more than 1.5 miles from the nearest appropriate school *and* for transporting students living less than 1.5 miles from the nearest appropriate school when approved by the State Board of Education for reasons of health, safety, or age (safety busing).

Non-students are those who do not meet the definition of “school age” according to Idaho Code 33-201 (ages 5-21 for non-disabled and 3-21 for children with disabilities), or are not enrolled in public or private school. *Non-Public Students* are those who are enrolled in private or parochial schools. *Ineligible students* are those who are students of the public schools, but do not live in an area that meets the criteria for transportation reimbursement. Some examples are:

<u><i>Ineligible Students</i></u> Students who live less than 1.5 miles from the school who are being “courtesy bussed” because the bus goes by where they want to get on or off.
<u><i>Safety Bused Students</i></u> Students living less than 1.5 miles who have been approved for “safety busing.”
<u><i>Non-Public Students</i></u> Students attending parochial or private schools who are allowed to ride the public school buses.
<u><i>Non-Students</i></u> Babies of teen parents. Visiting relatives. Three- and four-year-old non-handicapped. Parent volunteers.

Transportation costs and deductions to be made on the “Transportation Reimbursement Claim Form” should be as follows:

INELIGIBLE STUDENTS

Administrative Rule of the Idaho State Board of Education section IDAPA 08.02.02.004.05 requires, by reference to *Standards for Idaho School Buses and Operations*, “If a school district allows ineligible but properly enrolled public school students on a bus and their presence does not create an appreciable increase in the cost of the bus run, as determined by the State Department of Education (in computing to and from school state allocations), the district shall not be penalized. Ineligible students may ride existing bus runs, and to and from an existing bus stop, on a “space available” basis provided that neither time, mileage, or other appreciable cost is added as a result of this service.”

SAFETY BUSED STUDENTS

The method of calculating the cost of transporting safety bused students is more complicated, and takes into account the lesser distance traveled by these students. Since it is impossible to arrive at a current year’s per-pupil adjustment amount, calculations will be made on the previous year’s data as listed in the “Pupil Transportation Financial Summary.” The following is the calculation method (example uses Boise School District #1 financial data):

		<u>Example</u>
Begin with	Total Reimbursable Costs	\$ 4,853,965
Subtract	In-Lieu/Special Contracts	\$ 3,132
Equals	Adjusted Reimbursable Costs	\$ 4,850,833
Begin with	Total Reimbursable Miles	1,693,752
Divide by	Total Number of Buses	161
Equals	Average Total Reimbursable Miles Per Year Per Bus	10,520
Times	Total Number of Riders (average daily ridership)	6,218
Equals	Total Pupil Miles	65,414,596
Begin with	Adjusted Reimbursable Costs (above)	\$ 4,850,833
Divide by	Total Pupil Miles (above)	65,414,596
Equals	Reimbursable Cost Per Pupil Mile	\$.074
Times	3 Miles	3
Times	Number of School Days	180*
Equals	Cost Per Non-Eligible Pupil	\$ 40.04
Begin with	Cost Per Non-Eligible Pupil (above)	\$ 40.04
Times	Number of Non-Eligible Pupils Transported Daily	65**
Equals	Adjustment Amount to be Claimed	\$ 2,603**

*Estimated number

**Hypothetical number used to attain example of final calculation

NON-PUBLIC STUDENTS

Administrative Rule of the Idaho State Board of Education section IDAPA 08.02.02.004.05 requires, by reference to *Standards for Idaho School Buses and Operations*, “The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the full cost of transporting non-public school students, and in no event may that cost be determined to be zero.” (Section 33-1501, Idaho Code)

NON-STUDENTS

Administrative Rule of the Idaho State Board of Education section IDAPA 08.02.02.004.05 requires, by reference to *Standards for Idaho School Buses and Operations*, “A non-student rider shall be defined as any transported person who is not properly enrolled in a pre-K through twelve school program. Each school district must recover the full cost of transporting non-students, except that dependent children of young mothers who are properly enrolled in a public school program, SDE pupil transportation staff, district supervisory personnel and/or administrators and aides may ride on to and from school bus routes. Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular trips. If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate authority must give prior permission before non-students may ride. No eligible transported student is to be displaced or required to stand in order to make room for an ineligible, non-public, or non-student rider.”

In order to count the students transported daily, districts have devised various counting methods. Some require drivers to count students daily. Others count only periodically or once per year. In order to establish a reasonably accurate count, the Department of Education would like to see a count taken a *minimum* of four-to-five times per year. The districts should take these counts the last day of each quarter, or on the same days required by public school finance for attendance data. If your

district is already counting students more often than four times per year you do not have to change your current practice. Remember - *the count reported on the Pupil Transportation Reimbursement Claim should be average daily ridership*. Total the number of students counted, divide by two if counts are taken both morning and afternoon, then divide by the number of days counts were taken to arrive at the average daily ridership. We want each student that rides the bus on that particular day counted once, whether they ride both ways or only one way. Please report *actual* ridership -- not *eligible* riders.

Counts for *safety bused students, non-students, non-public students* and *ineligible students* should be carefully documented in order to arrive at an accurate adjustment amount on the “Pupil Transportation Reimbursement Claim.”

If you have any questions about the above calculation methods or ridership counts, please contact the Pupil Transportation staff at the Department of Education at (208) 332-6851.

APPENDIX F

Contracting

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“QUICK LIST” FOR BIDDING PUPIL TRANSPORTATION CONTRACTS

1. Develop bid specifications. Information contained in the model contract should be part of the bid specifications. Other bid specifications must not conflict with the model contract or applicable laws and regulations. Bid specifications may include the methods the district will use to determine “lowest responsible bidder.”
2. A draft copy of the contract between the school district and the successful bidder should be developed at the same time as the bid specifications. The draft contract should adhere to the model contract furnished by the Department of Education, but may include other specific items listed in the bid specifications.
3. The district shall send the bid specifications and/or draft contract to the Department of Education for review of compliance with applicable laws and regulations.
4. Send notification of intent to bid to persons listed on the contact list maintained by the Department of Education. We suggest that you notify these people one to six months before your expected bid opening.
5. Publish notice in accordance with Idaho Codes 33-402(g) and 33-601.
6. Send bid specifications to those expressing interest in bidding.
7. The district may want to schedule a pre-bid conference several weeks before the bid opening to allow interested parties to clarify any questions they might have about the bid specifications.
8. Open bids at the advertised date and time.
9. Evaluate the bids for overall “lowest responsible bidder.” This may include checking references, calculating total costs, and various other objective methods of evaluation.
10. Award the bid to the lowest responsible bidder.
11. Negotiate with the successful bidder the final wording of the draft contract. These negotiations cannot change the original bid specifications or bid amounts.
12. Send final copy of contract to the Deputy Attorney General at the Department of Education for approval. Also send copies of bids or bid summary sheet. If awarded to other than the lowest cost bidder, send documentation supporting bid award.
13. Both parties must sign the approved contract.

MODEL CONTRACT

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AGREEMENT

This agreement is entered into on _____ [date], between the _____ Board of Education of _____ [designate school district] _____ County, Idaho, referred to as the board, and _____, of [address] _____, [City], _____ County, Idaho referred to as contractor.

RECITALS

The board is interested in entering into a contract for the purpose of providing adequate transportation services for the school children of the _____ [district] in conformity with local policies and legal requirement for a period of _____ years.

Contractor has bid for the services sought by the board, and contractor's bid has been found by the board to be acceptable.

In consideration of the foregoing and for other valuable consideration, the board and contractor hereby mutually agree as follows:

SECTION ONE

SCOPE OF CONTRACT

The following shall be deemed to be part of this contract:

- a. The advertisement for bids;
- b. The bid by contractor;
- c. The performance bond;
- d. The notice of award;
- e. The agreements contained in this contract and recited;
- f. All provisions required by law to be inserted in this contract, whether actually inserted or not.

All of the above taken as a whole shall constitute the contract document.

SECTION TWO

DEFINITIONS

The following words and expressions or pronouns used in substitute therefor, shall, wherever they appear in this contract, be construed as follows, unless a different meaning is clear from the context:

- a. Arbitration shall mean the reference of any dispute concerning this agreement to a referee: the finding and award by the referee shall be binding on the parties.
- b. Board shall mean the Board of Education of _____ *[district]* its duly authorized representative.
- c. Contract or contract documents shall mean each of the various parts the contract referred to in Section One, both as a whole and severally.
- d. Contractor shall mean _____, whether operating as a corporation firm or individual, or any combination of same, and contractor's success of personal representatives, executors, administrators, and assigns, and any person, firm, or corporation who or which shall at any time be substituted in contractor's place.
- e. Law or laws shall mean the Constitution of Idaho, the statutes of Idaho, and any ordinance, rule, or regulation having the force of law that is applicable to this contract.
- f. Notice to the contractor shall mean written notice deposited in the United States mail addressed to contractor at _____ *[address]*, _____ *[City]*, _____ County, _____ *[State]*, or to such other address as may appear in an instrument executed by contractor for that purpose and delivered to the board as a change of address. Notice to the Board of Education means written notice delivered to the chairman of the board. Nothing contained in this agreement shall, however, be deemed to preclude or render inoperative the service of any notice, direction, or other communication on contractor personally, or if contractor is a corporation, on any officer or director of contractor.

SECTION THREE

TERM

This contract shall be effective from, _____ *[date]*, to _____, *[date]*, and shall continue for a total period of _____ years, and shall end on _____ *[date]*, unless sooner terminated in accordance with the provisions of this contract.

SECTION FOUR

GENERAL UNDERSTANDING AND PERFORMANCE OF WORK

Contractor shall perform the services and furnish the equipment and personnel as provided in the specifications, and shall do all things necessary or proper for the performance and completion of the work required by this contract, in the manner and at the times provided in the bid and specifications.

SECTION FIVE

DELEGATION OF AUTHORITY

The board hereby delegates to contractor the necessary authority to supervise and control students on the buses operated by contractor while they are en route under such rules as are adopted by the board. However, this authorization shall not include the right to administer corporal punishment, nor the right to eject any offender under circumstances that may or are likely to result in injury or danger to the offender.

SECTION SIX

DESIGNATION OF STUDENTS

Contractor shall transport only those students designated by the board.

SECTION SEVEN

SCHOOL CLOSING

The board agrees to inform contractor as soon as reasonably possible when schools are to be closed because of weather or by reason of any other conditions that might arise.

SECTION EIGHT

SCHEDULE DETAILS

A description of each route shall be furnished to contractor prior to the start of each school year, together with a time schedule and the designated stops to be observed on each route. Changes in the routes, time schedules, or designated stops may be made, and any of the routes may be eliminated or consolidated at the discretion of the board or its duly authorized agent to meet changed conditions. However, no change, elimination, or consolidation, except to meet unexpected or emergency situations, will be made until after contractor has been given an opportunity to confer with the board or its authorized representatives with respect to the change, elimination, or consolidation at least ____ days in advance of the change, elimination, or consolidation. Adjustments in the sums to be paid to contractor will be made for any increase or decrease in mileage resulting from a change, elimination, or consolidation of routes or additional services for high school or elementary school in the nature of school-sponsored activities, as provided in the specifications. The board may, from time to time, establish regulations to be observed by contractor in connection with all details incidental to the operation of the routes, including starting times, bus stops, discipline on the buses, and any situations that may from time to time arise in the performance of the contract.

SECTION NINE

RESPONSIBILITY FOR STUDENTS

Contractor shall be fully responsible for the care and supervision of students during their period of transportation. The transportation of a student shall be deemed to have begun when the student prepares to board the school bus, and shall be deemed to have ended when a student has completed alighting from the bus at a reasonably safe place in which to alight in view of the circumstances then prevailing.

SECTION TEN

COMPLIANCE WITH LAWS AND REGULATIONS

Contractor and contractor's drivers are required to comply with the laws of Idaho, and all regulations or requirements of the State Motor Vehicle Department, Public Utilities Commission, and the State and local Boards of Education or any of them. Furthermore, all school bus drivers employed by the contractor must submit to a criminal history background check pursuant to Idaho Code section 33-130.

It is understood and agreed that the District is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the District or the State of Idaho

beyond the term of any particular appropriation of funds by the Idaho Legislature or the Congress of the United States as may from time to time exist. In the event the Idaho Legislature or the Congress fails, neglects or refuses to appropriate such funds as may be designated by and enable the District to continue the payment herein, this Agreement shall automatically be terminated and all future rights and liabilities of the parties hereto shall thereupon cease.

SECTION ELEVEN

PAYMENT

The payment clause must be included, but the exact terms may be determined by the parties. This clause should establish payment to the contractor based on routes and route mileage. Price escalator clauses may be included but must be proportional to an objectively determined index, such as the Consumer Price Index. Fuel escalator clauses may also be used at the discretion of the parties. However, the combination of a general price escalator term and a fuel escalator clause must be drafted carefully to protect against double compensation of the contractor. The State Department of Education recommends that contractors be allowed to use either the fuel clause or the general price escalator clause, but not both.

SECTION TWELVE

INSPECTION

The board reserves the right for its members or duly authorized agents to inspect any and all buses and their operation by riding as passengers or by other reasonable means.

SECTION THIRTEEN

TIME OF THE ESSENCE

Since the contract concerns a necessary public service, the provisions of the contract relating to the daily schedule and regulations that may be promulgated by the board are of the essence of the contract. Accordingly, contractor shall prosecute the work diligently to assure adherence to the schedules.

SECTION FOURTEEN

ASSIGNMENT OF CONTRACT

Contractor agrees not to assign this contract, or any interest in the contract, without the prior approval in writing of the board.

SECTION FIFTEEN

FAILURE OF OPERATION

In the event that contractor fails to operate any route because of the failure of equipment or personnel, the amount of payment for the route may be deducted from the following month's payment at the rate of _____ cents per mile.

SECTION SIXTEEN

RIGHT TO DECLARE DEFAULT

In addition to any other rights the board may have, the board shall have the right to declare contractor in default if:

- a. Contractor becomes insolvent;
- b. Contractor makes an assignment for the benefit of creditors;
- c. A voluntary or involuntary petition in bankruptcy is filed by or against contractor;
- d. Contractor fails to perform any schedule when notified to do so by the board;
- e. Contractor shall abandon the work;
- f. Contractor shall refuse to proceed with the work when and as directed by the board;
- g. Contractor shall without just cause reduce contractor's working force to a number that, if maintained, would be insufficient, in the opinion of the board, to carry out the work in accordance with this agreement;
- h. Contractor shall sublet, assign, transfer, convey, or otherwise dispose of this agreement other than as specified in this agreement;
- i. A receiver or receivers are appointed to take charge of the property or affairs of contractor;

j. The board shall be of the opinion that contractor has willfully or in bad faith violated any of the provisions of this agreement;

k. Any applicable laws have been violated by contractor or contractor's agents, servant, or employees;

l. Any vehicles provided by contractor are operated in a manner that imperils the safety of the passengers; or if

m. Any vehicles provided by contractor are not kept clean or in first class mechanical condition.

Before the board shall exercise its right to declare contractor in default, it shall give contractor an opportunity to be heard, on ____ days notice, at which hearing contractor may at contractor's expense, have a stenographer present, provided, however, that a copy of the stenographic notes, if any, shall be furnished to the board.

SECTION SEVENTEEN

EXERCISE OF RIGHT TO DECLARE CONTRACTOR IN DEFAULT

The right to declare contractor in default for any of the grounds specified or referred to in Section Eighteen shall be exercised by sending contractor a notice signed by the Chairman or Secretary of the board, setting forth the ground or grounds on which each default is declared.

SECTION EIGHTEEN

BOARD'S RIGHTS AFTER TERMINATION

After the termination of contractor's services for a default under this contract, the board may employ another contractor or contractors to complete the terms of this agreement, and hold contractor responsible for any extra or added expense, loans, or damages suffered by the board.

SECTION NINETEEN

OTHER REMEDIES

The provisions outlined in this agreement as to the rights of the board after termination shall be in addition to any and all other legal or equitable remedies permissible under law.

SECTION TWENTY

INDEMNIFICATION

Contractor will be required to indemnify the _____ *[district]* from any loss that it may sustain from any cause arising out of the performance or lack of performance of this agreement by contractor.

SECTION TWENTY-ONE

REPORT OF ACCIDENT

Any accident involving student transportation shall be reported to the district as soon as possible and not later than ____ [24] hours from the time of the accident. A detailed written report must be submitted to the board as soon thereafter as possible and not later than ____ days after the date of the accident.

SECTION TWENTY-TWO

TITLES OF PARAGRAPHS

The various titles to the paragraphs in this agreement are used solely for convenience and they shall not be used for the purpose of interpreting or construing any word, clause, paragraph, or subparagraph of this agreement.

SECTION TWENTY-THREE

UNLAWFUL PROVISIONS DEEMED STRICKEN

All unlawful provisions of this agreement shall be deemed stricken from the agreement, and shall be of no effect. On the application of either party, the unlawful part shall be considered stricken without affecting the binding force of the remainder of the agreement.

SECTION TWENTY-FOUR

ALL LEGAL PROVISIONS INCLUDED

It is the intention of the parties to this agreement that all legal provisions of law required to be inserted in the agreement shall be and are inserted in it. However, if by mistake or otherwise, some such provision is not inserted in the agreement, or is not inserted in proper form. Then on the application of either party the agreement shall be amended so as to strictly comply with the law without prejudice to the rights of either party under the agreement. This Agreement shall be governed and interpreted by the laws of the State of Idaho.

In witness whereof, the Board of Education of _____, _____
County, Idaho, acting by _____ its Chairman, duly authorized, and
contractor have set their signatures and seals at _____ *[designate*
place of execution] the day and year first above written.

[Signatures]

[Acknowledgment]

Attachment A Sample Payment Schedule

On or before the ____ day of each month of each school year covered by this contract, contractor shall submit to the board a bill that shall include a detailed account showing the mileage covered in each category of transportation furnished during the preceding month. On or before the ____ day of the month in which the bill is submitted, the board agrees to pay contractor the contract price for those services that it shall find to have been rendered, computed on the following schedule:

Category of Service	Estimate Miles Month	Rate per Mile
_____	_____	\$
_____	_____	\$
_____	_____	\$

Optional Sections

ADDITIONAL BUSES

If additional buses become necessary over and above those provided as basic service, but only during the first ____ years of this contract, contractor shall furnish them and shall receive yearly additional remuneration of _____ Dollars (\$_____) for the first _____ miles; additional mileage will be compensated pursuant to the provisions for determination of additional route mileage contained in the bid of contractor.

ARBITRATION

All disputes arising in connection with this agreement that are not settled by agreement between the parties shall be referred to _____, who will serve as referee. The finding and award by the referee shall be binding on the parties. Judgment on the award rendered may be entered in any court having jurisdiction, or application may be made to such court for judicial acceptance of the award or order of enforcement, as the case may be. In the event that either party refuses to submit the dispute to the referee, the parties shall be entitled to seek their remedy at law or in equity, as each party may elect.

BONDS

On or before the _____ day of each year during the term of this contract, *[with the exception of the school year commencing on _____ [date], for which school year the performance bond has been delivered prior to the execution of this contract and is made a part of it]*, contractor shall furnish and maintain in full force and effect during the succeeding school year a performance bond in an amount equal to the total amount of contractor's yearly contract as security for the faithful performance of contractor's contract during the school year.

RECORDS

The district shall have the right to audit, in such a manner and at all reasonable times as it deems appropriate, all activities of the Contractor arising in the course of its undertakings under this contract.

Fiscal Records:

- 1) The Contractor agrees to maintain books, records, documents, and other evidence of

accounting procedures and practices, which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract as required by the District.

2) The District or any of their duly authorized representatives shall have access to any of the Contractor's books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.

Period of Maintenance:

1) The Contractor agrees to maintain all books, records, and other documents relevant to this Contract for three (3) years after final payment and any person duly authorized by the District shall have full access to and right to examine any of said materials during this period.

2) It is agreed that if an audit, litigation or other action involving records is initiated before the three (3) year period has expired, the records must be retained until all issues arising out of such actions are resolved, or until a three (3) year period has passed, whichever is later.

APPENDIX G

Forms

The most current version of all Department of Education Pupil Transportation forms may be downloaded at www.sde.state.id.us/finance/transport

Bus Driver Forms:

- Checklist for New Driver
- Request for Driving Record
- Insulin-Dependent Waiver
- School Bus Driver Training File
- Driver Evaluation
- Route Evaluation
- Bus Driver's Report on School Bus Passing Violation
- Affidavit (Driver's and Technician's)
- School Bus Accident Short Form
- Idaho Uniform School Bus Accident Injury Report Form

School Bus Inspection Forms:

- District School Bus Inspection – 60-day
- District School Bus Inspection – Annual
- New School Bus Inspection
- Pre-trip School Bus Inspection

Depreciation and Safety Busing Forms

- Required Documents List for Depreciation Calculation
- Request for Safety Busing Reimbursement
- Rating Sheet for Walking Students
- Safety Busing Check Sheet

Annual Reporting Forms:

- School Bus Delivery Expense Claim
- Reimbursement Claim Forms (Schedule A, B, C)
- IRI Claim Form
- Instructions for Completing Reimbursement Claim
- Certification Report
- Reimbursement Matrix
- Field Trip Mileage Tracking Determination Chart
- 103% funding Cap Appeal application
- Funding Cap Model
- School Bus Run Report
- Instructions for Completing Bus Run Report
- Link to District Building Numbers
- Sample Bus Run Tracking Forms
- Inventory/Odometer Report
- Instructions for Completing Inventory/Odometer Report
- Stop Arm Violation Annual Report

